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ABSTRACT

Outward Bound is an educational experience of self-discovery that uses challenges found in a natural setting as the teaching medium. Program adaptations of Outward Bound concepts and methods for alternative education fall into five categories: 1) motivational programs, 2) human relations programs within a school, 3) alternatives to traditional physical education, 4) curriculum enrichment, and 5) faculty development. Six descriptions of programs in New Jersey, Colorado, and Massachusetts illustrate these categories. Incorporating Outward Bound in schooling processes places strains upon finances, school administrations, and teaching faculties; moreover, activities are sometimes dangerous, represent a conflicting educational philosophy, and can create an exclusive group within a school. Documentation and follow-up research of programs exists but is limited; nevertheless it is clear that such programs can reach a wide cross section of students in a personal way, that faculty respond with as much enthusiasm as students, and that better communications and human relations develop when Outward Bound is the catalyst between disparate groups. ED 061 160 is a related document. (Author/JH)

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OUTWARD BOUND APPROACHES TO ALTERNATIVE SCHOOLING

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A PRELIMINARY PAPER

April, 1973

"During the past decade American schools have made great strides in strengthening cognitive development. New programs have emerged in mathematics, science, English, and recently in the social sciences. University faculty in a variety of disciplines has had a strong impact on the organization of cognitive curricula.

"There have been many new developments and major advances in physical plant construction, classroom design, and the use of instructional technology. There has been a large investment of human and fiscal resources in a plethora of scheduling alternatives and individualized instructional systems. Bigness has become increasingly characteristic of all our endeavors - our corporations; our social institutions, such as schools and churches; our automobiles; our aircraft. In a society with a technological complex, and a passion for information and facts, we have neglected the most important variables for the determination of our own future - the affective area which related to humane development of humans.

"In most of our efforts to change schools we have maintained a monolithic approach to learning. We have continued to equate learning with the manipulation of verbal symbols. We have not created a pluralistic school climate with a wide range of options. Closure, rather than openness, has been the rule, rather than the exception.

"Consequently, cognition has been emphasized at the expense of humanness. As Borton puts it:

> There are two sections to almost every school's statement of educational objectives - one for real, and one for show. The first, the real one, talks about academic excellence, subject mastery, and getting into college or a job. The other discusses the humane purpose of the school - values, feelings, personal growth, the full and happy life. It is included because everyone knows that it is important, and that it ought to be central to the life of the school. But it is only for show. Everyone knows how little schools have done about it.[1]

"Society teeters on the brink, and the question is whether humanness or self-destruction will reach the finish line first. If the school continues to perpetuate an antihuman climate in which failure, punishment, and closure are characteristic, it will guarantee its own demise, and ultimately, that of the American social system."[2]

OUTWARD BOUND is an educational experience of self-discovery that uses challenges found in a natural setting as the teaching medium. Traditionally OUTWARD BOUND presents a course lasting approximately 25 days that presents a series of progressively difficult physical challenges and problems. OUTWARD BOUND asks people to face many seemingly impossible tasks. Confronting these, participants must call upon individual reserves of strength and perseverance they might not think exist. There are times they may find success requires the help of companions and the reliance upon the overall strengths represented within a group.

There are six schools within America ranging from Maine and North Carolina in the East, to Minnesota, Colorado, and Texas, and on to Oregon in the West.

Each of the OUTWARD BOUND schools uses the same basic curriculum design and conducts courses at various times of the year, though the activities vary according to the locale and season: The Hurricane Island School on the sea, using the vehicle of the pulling boat; Minnesota, the canoe; and Colorado, mountain climbing. In the standard courses for young women, young men, and coeducational groups, there are specific program requirements that participants experience at each of the schools.

> During the first week of a standard course, everyone takes part in fitness training and conditioning through such daily activities as running, hiking, ropes course work, swimming or other related events.
>
> All participants also undergo extensive instruction in: specialized safety training required to cope with the environment in which the course is taking place; the use of equipment; search, rescue, emergency evacuation and first aid procedures; field food planning and preparation; map, compass and route finding, traveling skills appropriate to the environment; expedition planning and control;

care and protection of the environment to be used by the course; and, training in group effectiveness.

These standard courses vary in length from 21 to 28 days and have a 16½ year old minimum age requirement. After successful completion of the initial training phase, participants, in groups of 8 to 12, take part in the following experiences: one or more short expeditions, accompanied by their instructor, appropriate to the environment (sailing, backpacking, canoeing, skiing, etc.); a solo, which is a period of wilderness solitude lasting up to three days and nights with a minimum of equipment necessary for existence; rock climbing and rappelling; a marathon-type event, differing according to locale and taking place when weather and other conditions permit; a one-day service project performed by all students for the benefit of others; periodic time devoted to meaningful readings and/or discussions designed to help students interpret various course experiences; and a final expedition of up to four days' duration, with a minimum of instructor supervision consistent with prevailing conditions and the environment.[3]

Founded on the educational concept of Dr. Kurt Hahn, who wrote, "The aim of education is to impel young people into value-forming experience, to inspire the survival of these qualities: an enterprising curiosity; an undefeatable spirit; tenacity in pursuit; readiness for self-denial; and above all, compassion,"[4] OUTWARD BOUND schools have assisted in broadening the concepts of formal and innovative education.

The program adaptions of OUTWARD BOUND concepts and methods are many. This paper focuses on five types: (1) motivational programs; (2) the human relations programs within a school; (3) an alternative to traditional physical education; (4) curriculum enrichment; (5) faculty development.

Motivational programs.

There are pitifully few channels in our society through which young men can move with dignity, success, and a sense of adventure from adolescence into manhood. Opportunities for positive, character-forming experiences are

> care and protection of the environment to be used by the course; and, training in group effectiveness.
>
> These standard courses vary in length from 21 to 28 days and have a 15½ year old minimum age requirement. After successful completion of the initial training phase, participants, in groups of 8 to 12, take part in the following experiences: one or more short expeditions, accompanied by their instructor, appropriate to the environment (sailing, backpacking, canoeing, skiing, etc.); a solo, which is a period of wilderness solitude lasting up to three days and nights with a minimum of equipment necessary for existence; rock climbing and rappelling; a marathon-type event, differing according to locale and taking place when weather and other conditions permit; a one-day service project performed by all students for the benefit of others; periodic time devoted to meaningful readings and/or discussions designed to help students interpret various course experiences; and a final expedition of up to four days' duration, with a minimum of instructor supervision consistent with prevailing conditions and the environment.[3]

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Motivational programs.

> There are pitifully few channels in our society through which young men can move with dignity, success, and a sense of adventure from adolescence into manhood. Opportunities for positive, character-forming experiences are

> particularly limited for youngsters of low-income families. They often are the ones who don't or can't respond with success to the college preparatory or highly selective vocational education channels of the schools. They often are the ones who turn from the approved institutions of society to seek adventure and prove their manhood on street corners. They are the ones who most often sink finally into aimlessness and apathy, or who take out their frustrations on the institutions that have failed them in acts of violence and hostility. Perhaps more than anyone else in our society these young men need the experiences that will bring to them the sense of their own competence and capacity, that will assure them that the world has a place for them, that what they have to offer is sorely needed. They need experiences that will show them that they are not so limited as they think, experiences that will give them confidence and enthusiasm for the business of facing life, experiences that will assure them they can make it.

So wrote Greg Farrell, then the Director of Community Action in Trenton, New Jersey, in his application to the Ford Foundation and the Office of Economic Opportunity and Title I ESEA in 1965, for funding for a program within Trenton Central High School.[5] The program began by exposing a cross-section of the educational community to OUTWARD BOUND. Teachers, students, mostly from a black neighborhood, student teachers from Trenton State Teachers' College attended OUTWARD BOUND courses and returned to their communities to be the nucleus for planning and launching projects. They were working on a "critical mass theory," the rationale being that a certain number of energetic, trained and experienced leaders could come back from the wilderness, onto the streets and initiate programs. The focus was on the dropout, the pre-dropout, and the delinquent. The program design was built around three components. There were a number of "ignition" activities of an adventurous nature: rock climbing, bicycle expeditions, canoeing on the Delaware River, so-called "high-risk activities," supervised by OUTWARD BOUND trained specialists. These were

designed to involve young men in a dramatic and compelling way, to give them experiences of success, kicks that were legitimate, to establish warm relations with their peers, rival gangs, their teachers. The second component of the program focused on the basic skills of reading and mathematics. These were taught on an individual basis by teachers who opted to work in the program, many of whom had gone through OUTWARD BOUND experiences with their students. Gradually an experience-based curriculum was developed around courses in Black History, the Law and Law Enforcement, field trips to New York, Philadelphia, and Washington related to culture and government; and job opportunities were sought. Throughout the program group counseling sessions were held on a regular basis led by a leader trained in the Guided Group Interaction (GGI) process. The program evolved each year. Service training was added; an emergency room team was organized; excursions were planned with black and white students and local policemen to explore each other's stereotypes; a course was organized in urban outdoor education through Trenton State College. The program continued through four years through June, 1970, when federal funding ended, reaching by this time some 250 students per year in some aspect of the program.

Evaluated by Dr. Robert E. Lee, Department of Psychology, Princeton University, a group of forty inner-city, lower-class, non-achieving high school students were studied. As a consequence of their participation in the OUTWARD BOUND activities the group was found to perceive themselves individually as more active, stronger, more positive and less alienated. With regard to others, the group demonstrated more capacity to see other people as individuals and a greater tendency to view peers and teachers

as more positive and helpful. Finally, the group showed a more mature goal orientation and greater flexibility of means for goal achievement.[5]

Adams City High School in Colorado initiated a similar program, addressed to the motivational needs of low-achieving students. Dr. John Goodspeed Stuart, then Superintendent, asked that if the OUTWARD BOUND program could inspire young men to overcome adversity and develop inner strength and character through overcoming physical challenges, could some of the same concepts be employed on a high school campus then taught to boys who are not motivated to stay in school?[7] The program was funded under Title III ESEA, for three years - from the fall of 1966 through June, 1970. The school is located in an industrial suburb adjacent to Denver. Its program was the traditional academic college preparatory curriculum, though less than 35 per cent of the students in fact enrolled in college. Dropout rates were high; academic motivation, low.

The program began with a series of dramatic adventure and rescue oriented activities, as a strategy for involving students and capturing the imagination of the faculty: a mini-OUTWARD BOUND course for 22 boys, chosen on the basis of their low-achievement and discipline records; a mountain rescue team open to boys after school and on a week end that involved them in such training as rappelling (roping down) from the roof of the gymnasium; drownproofing, a type of survival swimming, taught in the community swimming pool as a part of physical education; a skiing program that included ski patrol techniques and avalanche rescue; orienteering, a program combining route-finding with a map and compass and long-distance running; a marathon walk with over 200 boys and girls hiking 25 miles on a Saturday; river-rafting expeditions through the

Canyons of Yampa and the Green Rivers, drawing upon the skills of a group of teachers and the community Explorer Scout Troup, including study of the geology and archeology with training in water safety, boating skills and outdoor living. Students assumed major responsibility in the planning of all trips; school faculty handled most of the instruction. OUTWARD BOUND specialists provided ideas, planning back-up, and safety supervision when necessary. Academic preparation was built into several of the experiences - home economics for boys to teach them food planning and cooking, biology and first aid, geology and conservation. The program was expanded in its second year to include a number of experiential learning situations: Homecraft House was a project for special education students who renoved an old, rundown house near the school; a tutorial program entitled "Student to Student" had twenty high school girls with reading problems teamed with second and third graders to help them with reading; a conservation that began with the manly art of self-defense, the basics of boxing, wrestling, and karate, moved on to the survival problems of society with studies of the community and the metro-Denver area, focusing on the hazards of urban blight and pollution, as well as architecture and art.

Adams City School District 14 found that the implications of the "Dare to Care" program were much greater than they had originally thought, that the challenge and adventure activities were effective not only in changing the attitudes and behavior of unmotivated youth, but the activities were productive in bringing about positive interaction between students and teachers. The program also had much to offer the earnest, hardworking, motivated and competent students.[3] They found the concept

of extending learning beyond the boundaries of the classroom useful in teaching all types of subjects within the curriculum.[9]

The Human Relations Climate Within a School: "How do you create the moral equivalent of the mountains in the City?" OUTWARD BOUND was asked by Robert Colwell, the principal of Denver's East High School. With 2,500 students - 55 per cent white (in 1967), 35 per cent black, 10 per cent Mexican-American, Oriental, or American Indian - the school was caught in the current of changing urban populations, with shifting educational needs and expectations. How can we make diversity and change an enriching opportunity, rather than a threat? Could OUTWARD BOUND, with a proven record of working with interracial and socially diverse groups in the mountains, break down some of the social isolation that exists in a large city high school? A grant of $25,000 a year for three years from the Lawrence Phipps Foundation of Denver funded the project.

East High School faculty and a cadre' of leadership students, both boys and girls, representing a racial mix within the school were trained by OUTWARD BOUND. The first year the activities program sponsored a variety of adventure and service activities after school or on week ends and during vacations. The Aufsteigers, a mountaineering club, organized a mountain backpacking and cross-country skiing program. Over Christmas vacation a group went to Baja California to do relief work in San Felipe, a Mexican fishing village recently hit by a hurricane; for many it was the first time they had seen the desert, been to a foreign country, swum in the ocean. Over Easter vacation another group went to Creel in the remote Barranca del Cobre to work in a Jesuit mission hospital and do voluntary labor on the construction of an adobe school for the Tarahumara

Indians. Other field trips were sponsored to old Colorado mining towns and to the Grand Canyon. In the spring a rafting expedition was organized down the Yampa and Green Rivers. In all cases the project provided only the basic equipment and transportation and a small stipend for teachers that was called then a "moonlighting stipend." Students had to raise money for their food, gas and accommodations if they didn't camp out. Fundraising projects were encouraged to provide community involvement. During lunch hour classes were given in basic history, geography and culture and key Spanish phrases; and after school basic skills in campcraft, camp hygiene and basic first aid were taught.

During the second year the program was carried into the classroom. An American Social Problems course combined academic preparation using contemporary sources and films with a wide selection of outside speakers and field trips to migrant work camps to pick sugar beets, a day in a city social agency serving food in the soup lines, and a week end on the Navajo reservation. During spring vacation a group went to Greenwood, Mississippi, and took part in a voter registration drive.

The Senior Seminar evolved in the third year. Planned and organized by Craig Spillman, a dynamic and articulate history teacher, it took one hundred students, five teachers, and four student teachers for a full semester. A number of educational approaches have been combined:

(a) large time-block scheduling allowing for in-depth studies of phenomena instead of cramming learning into 45 minutes of a segmented day;

(b) field studies where academics are related to direct experiences ranging from living with a Navajo family to collecting garbage with city sanitary crews;

(c) a multi-disciplinary team of teachers (social studies, biology, English, art) who bring the orientation of their discipline to each field study problem to help students gain a unified view of their social environment;

(d) wilderness challenge experiences to open up individuals to new experiences, to provide opportunities for decision-making, group problem-solving, and to develop group cohesiveness;

(e) small group process where students are divided into a primary group of twelve with an advisor, each reflecting the broad social and racial milieu of East High;

(f) a broad use of community resources to provide enriched learning opportunities and expertise not found in a high school, such as the legislature, space technologic industry, a theater group;

(g) involvement of a university to provide student teachers and assistance in evaluation.[10]

The program begins in February with an OUTWARD BOUND-type course in Mexico, combining desert hiking, rock climbing, solo, a study of a primitive Indian culture and a live-in with a Mexican family. The rest of the semester is divided into a number of two or three-week modules when students can opt for a variety of experiences: Urban Arts, Power and Politics; Navajo, Chicano, or Black Ghetto, and Migrant Worker units, all involving live-in experiences; units on Ecology and Urban Design. The seminar ends with a week-long river expedition on the Yampa and Green in May, combining archeology, geology, ecology, and a lengthy group assessment of the total experience.

Ratliff carried out an extensive survey of the Seminar in 1972. Ninety-three of the one hundred students completed a detailed fifty-nine item questionnaire utilizing a five-point semantic differential scale; forty-nine parents respected to a twenty-three item questionnaire. He concludes:

> Student response to the items in the questionnaire was consistently positive.... . Reading through student journals is

> probably the best way to get a feel for the program . . . hassles come to the surface . . . black-white friction . . . the teacher doesn't think I'm important . . . a boy friend who doesn't care any more . . . a dad who is dead and for the first time the girl realizes she loved him. The extremes of emotions we expect of teenagers are all found in the journal writings and serve to remind adults of the intensity of the feelings of our young people at this age . . . Their parents also reflected a strong positive view of the program. While not as overwhelming in their enthusiasm, the parents generally felt their sons and daughters were part of an exciting experience-oriented program.[11]

Principal Robert Colwell summarizes his view this way:

1. (OUTWARD BOUND) gave us hope during our dark and tense days when racial rage could easily have broken into rioting.

2. It has given many teachers a new perception of the teaching-learning process. They have lost their fear of being themselves and of becoming personally acquainted with pupils.

3. Contrariwise, it has disturbed several teachers who are afraid to let down their protective barriers, but some of them are beginning to.

4. It has given us insight to ways of making curriculum relevant without losing a sense of discipline and order.

5. We have developed a new perception of the role of the field experience as an integral part of education.

6. It has focused our educational goals to the fact that building confident manhood and womanhood comes first and filling the vacuum of the mind comes second.

7. It has given many students at East the feeling that they are members of a community which is outgoing, progressive, and cares.[12]

An Alternative to Traditional Physical Education: How do you reach every student in the school? For OUTWARD BOUND alternatives to be educationally relevant they must reach more students, a wider cross-section than has been possible in most programs. They must reflect the existing structures within public schools, existing time blocks, staffing ratios, physical limitations. "Project Adventure" in Hamilton-Wenham Regional High School,

Massachusetts, addressed itself to this problem. A physical education program modeled on OUTWARD BOUND training concepts that met three times a week during a fifty-minute period was designed that operated on the school grounds. An elaborate "ropes course" was constructed on a wooded lot adjacent to the playing field and a part of the campus. It includes obstacles such as an inclined log, ten to twelve inches in diameter inclined at a 25-degree angle rising to twelve feet off the ground. The object is to walk up the log in an erect position. This leads to a postman's walk, two parallel ropes five and a half feet apart connected between supports that one moves across by walking on the lower rope, using the upper one for balance. The tension traverse is a single semi-taut wireline stretched between two trees, the object being to walk along it using a diagonally attached rope for balance. A leopard crawl consists of two parallel ropes four or five feet off the ground along which a student crawls balancing on the top of both ropes. The Bosun's Chair is a series of small swings five feet off the ground that one pendulums on from one to the next. There are climbing ropes, rope ladders, walking a log six feet off the ground, Tarzan swings, a flea leap jumping from the top of one high stump to another, crossing a Burma bridge thirty feet in the air, descending a "zip wire" from a thirty-foot platform down to the ground. The wall is an obstacle twelve feet high that requires teamwork to get everyone over, as is the beam, a big circular log attached six feet off the ground. [13]

Instruction is sequential beginning with movement exercises, limbering and flexibility movements, learning to fall and learning to spot others in exposed positions. In all situations where students are exposed to height

they are "belayed" tied to safety ropes using the techniques developed by rock climbers. Spotting and belaying necessitate attentive teamwork.

A series of field trips was built into the program: a biology expedition to Cape Cod National Seashore and Acadia National Park involving 150 sophomores; a unit on Colonial Life integrating American History with visits to graveyards, old churches, Salem, and the study of Indian remains. An English class visited Gloucester and interviewed old boat builders and deep sea fishermen. The art department planned a "texture walk" where students explored the natural environment and collected, analyzed, interpreted and organized as many different textures as they could discover in a limited time block. The mud walk provided an experiential immersion in the environment as a part of a study of marshland ecology.

Ellsworth Fersch, PhD., Boston University, evaluated the program using a battery of six tests and found the following:

> The quantitative data indicates overall positive change in self-concept for the sophomore class. Anecdotal and written materials collected from students, faculty, and parents indicate that Project Adventure was substantially responsible for the changes. The students reported more self-confidence at the end of the year. The students had moved to a perception of less external control at the end of the year. The physical education program seemed to raise confidence in the students because it showed them they could do things they didn't think they could.
>
> The girls showed more significant improved changes in self-concept. On the Tennessee scale, for example, they increased significantly in total positivity, positive identity, positive behavior, moral self and family self, and they showed a significant decrease in self-criticism. The boys evidenced less change, but an important result was a significant decrease in total conflict (conflict in self-perception) as measured on the Tennessee Self-Concept Scale. The decrease indicated a lessening in confusion and contradiction in self-perception. The main factor related to this improvement in self-concept was what was variously called by the staff of the project, enthusiasm for life, or zest, or infectious interest.[14]

Curriculum Enrichment: Dissatisfaction with conventional education is not limited to the inner city school. The disenchantment of youth stems deeply into our suburbs and wealthier communities as well.

Lincoln-Sudbury Regional High School serves an upper middle-class commuter community near Boston. Their MINIBUS program reaches 175 students a year through a series of mini courses lasting 14 days, involving week day afternoon sessions in basic outdoor skills training from 2:45 to 5:15, leading to an expedition which includes an experience of solitude, as well as a long trek unaccompanied by instructors.

> They have found this experience to be both relevant to their lives and an exciting part of their education. The program is based upon the concept of wilderness challenge situations which provide heightened sense of individual self-awareness, compassion, group cooperation and responsibility. It is an action-oriented process of involvement and participation. Nobody stands back and watches; everyone experiences and reacts. It is a very personal thing. People get to know each other better and themselves better. Students see teachers in a different light and vice versa. Communication happens naturally. The value of the total experience for the individual lies within the increased awareness of his physical and mental capability - his self-image. The value to the community of having his children excited and involved toward positive, relevant goals within the high school is self-evident.[15]

The Alternate Semester launched in the spring term of 1972 with 35 Lincoln-Sudbury students and five students from the Copley Square High School, an inner-city high school in Boston, integrated an academic syllabus in English, history, mathematics, science and physical education with a schedule of total immersion experiences away from the school. "The students moved from the isolation and biting winds of the Maine winter, to the crowds, steel, cement of Boston, and finally to the quiet calm of spring in rural New England."[16]

The semester began with a three-week OUTWARD BOUND course run by the

Hurricane Island OUTWARD BOUND course at a former logging camp in north-central Maine for the purpose of "establishing group unity, building individual self-confidence, expanding self-awareness, and encouraging appreciation of the wilderness." This was followed by a two-week Environmental Issues unit taught on campus with lectures, films and activities which acquainted students with a variety of positions on the environmental crisis. An Urban unit had students living in an inner-city environment for five weeks, the majority with black families, working during the day at jobs with both public and private organizations in the areas of education, politics, health and business. They also were involved in a group project working for a low-cost housing organization renovating apartments with volunteer labor and then renting them to low-income families.

The Rural Unit placed students for five weeks in a variety of remote settings from Connecticut to Nova Scotia in different kinds of farms (dairy, horse, maple sugar, organic food); five were involved in an historical restoration project in a small New Hampshire mill town; some were teachers' aides in one-room school houses, hut boys for the Appalachian Mountain Club; one worked in a fish hatchery; others were a carpenter's apprentice, a lobsterman's helper, and a forestry service worker, and a veterinary assistant. Toward the end of the semester a building project was planned by the students to build a cabin for the use of the school in a remote setting.

At the end of the semester questionnaires were sent to all the parents, and both students and faculty evaluated the seminar. Parents were overwhelmingly supportive. Several referred specifically to increased maturity in children, their strengthened feelings of independence and self-awareness, confidence in their ability to cope with circumstances as they arose,

consideration for others and their ability to work with a group. There was some concern that not enough written work had been required, that students in their junior year would be spoiled for further traditional education. Sixteen out of eighteen who replied to the questionnaire felt that the semester should be continued another year.

In the student evaluations "there is one consistent theme that runs throughout . . . It is that the majority of these students acquired a more positive, more self-confident image of themselves. They claimed to have a fuller picture of who they are, a better sense of their potential, and a more realistic idea of the possible. They stress two things in particular about the program which they feel were good: One, that it was experience, activity-oriented, and they could do 'real work' and take actual responsibility for shaping their own education; and, two, that they had an arena for exploring and nurturing relationships, for coming to trust and care for other people."[17]

Faculty Development: How do you build in a program that is system-wide? After a three-year involvement with OUTWARD BOUND in Colorado Springs School District 11, the strengths of the program were evident, as were its weaknesses. It has been an effective tool in motivating students as part of a school dropout project tying in with vocational training and job placement in the community. When racial unrest moved into the schools, programs were effective in crisis intervention and keeping communications open. A member of the younger faculty were enthusiastic about experimenting with experience-based curriculum. However, most programs were heavily dependent upon OUTWARD BOUND expertise, were too ambitious in their scope, and lacked continuity.

The second phase of the program was restructured around organizational development model that addressed itself to (a) personal growth, (b) improved inter-personal relationships between district personnel, and (c) organizational change and development, so that OUTWARD BOUND adaptive activities became a part of the process as well as an educational goal.

Dr. Calvin Frazier, Deputy Superintendent, expressed the goals as follows:

a. to improve understanding between administrators and faculty in regard to aspirations and problems of district personnel;

b. to open lines of communication between individuals and departments in order that they might tap creative ideas, expedite expression, and speed resolution of problems faced by a large organization;

c. to stimulate self-analysis in terms of assessing one's responsibility in an educational endeavor, and encourage a reassessment of one's commitments.[16]

Three levels of involvement were planned, targeted at the administration, the faculty, and school-based programs for students.

The administrative staff needed a better understanding of the concepts of experiencial education, or adventure-centered programs if they were to accept them as being educationally relevant and develop some commitment to them. Some agreement on the strategies and the activities needed to be made. A team of top administrators including the superintendent, the deputy superintendent, the director of secondary education, and three department heads took part in an experience-based seminar, a four-day river rafting expedition on the Green River in Dinosaur National Monument. Run by OUTWARD BOUND and specifically designed for educational administrators, it provides the opportunity of experiencing a mini-OUTWARD BOUND program, discussing the philosophy and method, and as a part of the process, an opportunity for interaction with a team of professional peers and an experience of personal

renewal. This was followed up by a second trip involving seventeen principals and assistant principals from the junior and senior high schools. Their response was highly supportive. They saw the relevance of the program; several schools wanted to move in this direction and wanted to know what resources were available.

Faculty commitment was seen as being the critical ingredient. How could they be informed, inspired, motivated and trained? Three types of experience were provided: 1) a Practicum in OUTWARD BOUND; 2) Wilderness Workshops for core groups; and 3) Skill Training.

The Practicum, as a course designed specifically for the practicing teacher, run by OUTWARD BOUND in cooperation with the School of Education of Colorado University, is the principal training program.

The Teachers' Practicum was evaluated by Dr. Glenn Hawks of the University of Massachusetts, who contacted 34 participants after they had attended. He found:

> The Teachers' Practicum seemed to function on two levels. On one level it was an intense and individual experience, which included understanding and conquering physical and emotional fears, examination of the individual's values, life style and goals, appreciation of natural beauty, an enjoyment of others and concern for their well being.
>
> The experience of living together closely led many teachers to develop a greater awareness of, and sensitivity to, each other and later this sensitivity was transferred to their students . . .
>
> In addition to functioning on one level it also works on a second level: It had a direct effect on the adults as professionals. OUTWARD BOUND instructors make an effort to demonstrate and explain the philosophy of learning by doing. In many ways the OUTWARD BOUND philosophy of education is communicated indirectly, the teacher observes and experiences the way the instructors teach them the necessary skills for survival in the wilderness. Because the participants are teachers they can reinforce and help each other to develop an understanding of these methods and their practical applications back in the classrooms.[19]

Twenty-five teachers attended the Practicum.

Wilderness workshops were planned for various core groups drawn from the system. A group of 25 from counselors, community workers, teachers, social workers, supervisors, deans, and a couple of administrators spent five days in a mountain retreat setting using OUTWARD BOUND methods to create interaction, as well as long discussion seminars to focus on their professional problems related to the counseling program in the district. It was a fruitful experience for them personally and professionally; and they gained an understanding of OUTWARD BOUND methods as a counseling tool. Art teachers drawn from each of the schools spent a nine-day workshop with three top administrative leaders on a beach on the Sea of Cortez in the desert in Mexico. While living in a rudimentary way, engaging in adventure activities, small boat sailing, rock climbing, desert survival, they worked through a number of problems within the department and explored their philosophy and curriculum and the role of art in education. Similar workshops were run for coaches and physical education staff using the Green River rafting expedition.

Wilderness skill training sessions were instituted next for those teachers who had developed the interest and commitment to pursue this style of education further. Training was provided in the planning, organization and supervision of wilderness experiences, safety supervision in rock climbing, alpine mountaineering, river rafting. As important as the training is the assessment of individual competencies. Program models were designed in the local environment within an hour of Colorado Springs. Routes were worked out, training sequences set, areas reconnoitered. Over a three-year period more than 250 faculty and administrators had been involved, 75 of whom have returned for further in-depth training. A small cadre' of trainers within the system

have begun to run their own training programs.

Robert Godfrey, Ed.D., University of Northern Colorado, sent a questionnaire to 126 school district personnel who had participated in the project in 1971. Seventy-two were completed and returned. Seventy-one found the OUTWARD BOUND experience worthwhile; one had mixed feelings. Most of the reasons given were person-oriented, stressing such factors as communication with others, understanding of self and others, breaking down barriers, personal growth, and the value of challenge in individual and group development. It is of interest to note that the obvious and exciting manifestations of the OUTWARD BOUND program (sailing, mountain climbing, rappelling, etc.) received very little mention.[20] Fifty-six commented that the OUTWARD BOUND experience had influenced their personal lives. The fact that these responses were made in periods varying between one and nine months after their experience indicates some enduring quality. Many comment on their increased confidence, their ability to do a lot more than they thought, the fact that they gained a better picture of their abilities and personality as well as becoming more tolerant of others. It helped them realize that people can work together if they try. Several have taken up adventure recreational activities such as hiking, backpacking and sailing, and have a desire to do these things with their own children. Fifty-seven commented that the experience had influenced their work with pupils and other staff members.

The third phase of the project was to encourage faculty-generated programs within their own buildings. The strategy followed has been to integrate academic concepts with field experience, using OUTWARD BOUND methods that stress self-reliance and group interaction as the means of getting there,

and the style for conducting activities. Biology, ecology, social studies, art and creative writing have been tied into week-long experiences in Lost Park, a recreational area within 50 miles of the community. Colorado mining history, early ranching, is the focus of another expedition that leads through Cripple Creek. Another group of teachers planned a vacation expedition to the Grand Canyon that incorporated a study of geology, desert ecology, and early American exploration, based on the journals of John Wesley Powell. With only support from the district, other than in planning, training, and the development of curriculum adaptions and program modules, a wide variety of educational experiences are being developed. Two high schools have alternate semester plans drafted, modeled on the East High Senior Seminar and the Lincoln-Sudbury Alternate Semester. In 1972, perhaps three thousand students were involved in adventure-centered field experiences lasting from three to ten days.

No Panacea: A word of caution is necessary. While many of the programs have deep educational relevance and address themselves persuasively to the crisis in the classroom, they are not without their inherent weaknesses.

1. In the first place there is the question of legitimacy. Do these activities really belong in schools? What does it have to do with the learning process? Does it get a person into college? Does it get him a better job? How do you articulate the learning goals in such a way that it gains the support of school boards? The taxpaying public?

Even the teachers at Lincoln-Sudbury who were enthusiasts had reservations:

> Our most profound reservations about the program are philosophical. We watch all the praise pour in. Most employers were enthusiastic; many students claimed it was the most important thing that has ever

> happened to them, but we remain skeptical and cautious... We speculate about what this all adds up to and question by what criteria an experience like this can be understood. As a staff, who still young are really the product of another system, we cannot avoid feeling threatened on some level by a program which so basically calls the academic approach into question. We see that this program released incredible amounts of productive energy, as the students exercised more self-discipline, wrote more articulately, and showed greater curiosity than they do in most of our classes. And there is no doubt that for some students this proved a very valid learning experience. But, at the same time, we question very seriously an approach which seems so oriented to the concerns of the present, so hostile to academic pursuit and so disinterested in intellectual and cultural heritage.[22]

2. The question of cost is an equally high hurdle. With the fiscal crisis facing school districts across the nation, any program that is seen as tangential to the main business of the schools can soon be labeled a frill. Funding has been typically from outside sources, grants under ESEA, from foundations, or only on an annual basis from school boards. Schools that budget somewhat less than $5 a day for a high school student's education find it difficult to justify the $15 a day it usually costs for such a residential field program.

3. These programs place an incredible strain upon the structure and organization of public schools, which after all were not designed to support residential activities. They demand an inordinate commitment on the part of the faculty that runs against the current of recent demands of militant teachers' organizations. Those who are committed often burn themselves out prematurely. It requires leadership on the part of administration, particularly the principal, who must have the energy, the organizing ability and the charisma to convince reluctant parents, school boards and a conservative faculty.

4. There is concern about the dangers involved, the risks, liability, and insurance, though in fact the safety record of such programs has been exceptionally high.

5. We understand the process of institutional change only imperfectly. Planning skills are usually lacking both among faculty and often among administrators, and projects flounder through lack of direction and preparation. Once programs are in the field they are usually highly successful, for then the problems can become part of the learning experience. But the start-up phase is usually short circuited, preparation is slow, tedious, and frustrating.

6. All too often the goals are not clearly defined. Many programs are launched on the blind faith of experience for the sake of experience being an adequate rationale. Then a split often develops between learning and experience, all things academic are stereotyped as irrelevant.

7. Those programs that have been structured as a "school within a school" very soon find themselves isolated and being in fact "outside the school." Two factors seem to be at work here. Teachers who have been left out feel excluded and resist the fanaticism of the enthusiasts. Project teams very often develop an elitism through which they exclude themselves, then many become defensive when challenged by more traditional teachers that inevitably represent the majority of the faculty. Many schools still do not accept the need for innovation; even fewer such radical departures as these alternatives represent.

8. The documentation of such experiential programs has been very poor. Most of the faculty have been activists, impatient, doers and movers, impatient with the more refined skills of planning and evaluation. There is a lack of good anecdotal material.

Furthermore, the whole field of research in the area of effective education is imprecise and ill-defined. The only definive study of OUTWARD BOUND is on juvenile delinquents.[23] As a science psychological research is where geography was at the time of Columbus. Hard data is hard to come by.

Conclusion: This paper has drawn upon the experience of six projects, demonstrating OUTWARD BOUND approaches to alternative schooling. In spite of the fact that none of them have been revolutionary in their impact upon their schools, though a couple have been dropped through lack of continued funding, and all must be viewed as being experimental only, clear conclusions can be drawn.

In the first place, it has been demonstrated that such adventure centered programs can reach a wide cross section of student populations in a personal way. Programs have been effective with school drop-outs, delinquents, youth from the ghetto, Black and Hispano minority cultures, boys and girls, students from the upper mobility strata of society in the cities as well as the suburbs. Indeed many of the most effective programs are in the private schools. Recent programs with junior high school age children have also been promising. OUTWARD BOUND type experiences provide an opportunity for developing greater confidence, a greater sense of potentiality and self worth, a greater sense of control over their own lives.

One of the great discoveries of these programs is the degree to which the same values hold true for adults, both faculty and administrators. This had not been predicted and has opened a whole new realm of educational possibilities.

Secondly, such programs have emerged as a very effective vehicle for the development of better communications and human relations. Whether it is directed toward interracial understanding, police-community relations, the generation gap, improving communications between students

and faculty, within the faculty itself, or between the administration and faculty, the process has helped bridge the distance that exists between one person and another. It is a powerful socializing influence. It lends itself to the problems of how organized humanity interacts in a structured setting to the process of institutional change.

Thirdly, OUTWARD BOUND addresses itself to what is drab, oppressive and alienating in our society and institutions. It can spark enthusiasm, inspire vision, and bring to the level of consciousness the deep and underlying questions of life and meaning and what is truly educational.

A very fine, young, energetic teacher in Horace Mann Junior High School, Colorado Springs, Laurie Mohler, summarized her experience in a letter to OUTWARD BOUND, January 2, 1973:

> . . . . I wanted to tell you some of the things that really pleased me about our program.
>
> I know you've seen tons of people react and grow in OUTWARD BOUND programs, but to me, it really seemed super exciting to watch kids that I've known for 3 years change in a 7 day period. They were beautiful and I suppose I should have expected some of the reactions, but they seemed somehow fresh and exciting and really unexpected. It seemed as interesting to feel the kids changing as it has been to go through the experiences myself. I'll never feel the same about those 16 kids again - to me they're so different from the 150 that sit in my classes daily and yet they really aren't any different! If every teacher shared once in a year a similar experience with each of the 150 he faces daily, how different our schools could be. At the end of our week I felt tuned in to those kids and their needs. If I continued with that group as a class, the sky could be the limit.
>
> Toward the end of the week, the kids were telling us - with no probing or prompting - that teachers are neat people and that they never really realized that teachers had problems, or that they got tired.

Another really neat thing that happened concerns our assistant principal who was with us. At school he is the authority figure in charge of discipline, suspending students, dealing with behavior referrals. At school he is very much respected by the kids, but also looked upon as a real meany. The kids on the trip really thought he was the nicest guy they'd ever met. Many of them verbalized this before the trip was over - I know their respect for him really increased and I also know that they're talking about it to other kids at school - trying to convince kids that Gary is not just at school to cause trouble for kids.

Gary was absolutely glowing after the course. He's completely convinved that teachers and students must be placed in similar situations.

For me, the experience is the most worthwhile one I've had with kids in 6 years of teaching - that's 168 hours against how many thousand in the classroom? I'm sure that in one week I helped change attitudes that before I'd never touched . . .

I'm excited about what happened on our program even though it's hard for me to convey my feelings at meetings with people milling around and no one really having time to listen.

FOOTNOTES

[1]R. L. Ebel (ed.) Encyclopedia of Educational Research. 4th ed. (New York: MacMillan Company, 1969), p. 1042.

[2]The Principal as the School's Climate Leader: A New Role for the Principalship. (A CFK Ltd. Occasional Paper, Spring, 1971).

[3]OUTWARD BOUND, "The Method." OUTWARD BOUND, Inc., Reston, Virginia.22070.

[4]Ibid., "The Philosophy."

[5]Gregory Farrell. Unpublished letter, March 17, 1965.

[6]Robert E. Lee and Harold M. Schroeder. "Effects of OUTWARD BOUND Training on Urban Youth," Princeton University, 1967.

[7]Final Report Title III - Dare to Care, Adams County School District 14, 1970, p. 5.

[8]Ibid. p. 8

[9]Ibid, p. 20.

[10]L. Stanley Ratliff. Senior Seminar 1972, An Evaluation of an Experiential Learning Program at East High School, Denver, Colorado, p. 1. (Mimeographed, Available from School of Education, University of Colorado, Boulder, $2.00).

[11]Ibid. p. 56.

[12]Joseph R. Schulze. An Analysis of the Impact of OUTWARD BOUND on Twelve High Schools, Distributed by OUTWARD BOUND, Inc., 1971, pp. 77-78.

[13]Project Adventure: "Unit I: Ropes and Balance and Wood and Height," Hamilton-Wenham Regional High School, 775 Bay Road, Hamilton, Maine 01936.

[14]Ellsworth Fersch, Ph.D., and Mary Smith. Project Adventure - Year I, Final Quantitive Evaluation for 1971-1972.

[15]Joseph Kleiser. NIMBUS Program, 1970-71 Annual Report at Lincoln-Sudbury Regional High School, 390 Lincoln Road, Sudbury, Massachusetts 01776, p. 1.

[16]Copp, Pierson, and Sargent. Alternate Semester 1972. Lincoln-Sudbury Regional High School, Sudbury, Massachusetts, p. 1. (Mimeographed, $1.00).

[17]Ibid. p. 69.

[18]Robert J. Godfrey, Ed. D., "OUTWARD BOUND: A Model for Educational Change and Development, Doctoral Dissertation," Department of Psychology, College of Education, University of Northern Colorado, 1972, p. 17.

[19]Glenn Hawks. "Evaluation of the OUTWARD BOUND Teachers' Practica," University of Massachusetts, 1970. Distributed by OUTWARD BOUND, Inc., Isaac Newton Square, Reston, Virginia.

[20]Godfrey, op.cit., p. 70.

[21]Ibid., p. 78.

[22]Ibid. p. 76.

[23]Francis J. Kelly and Daniel J. Baer, "OUTWARD BOUND Schools as an Alternative to Institutionalization for Adolescent, Delinquent Boys," Boston College, 1968. This report can be obtained by writing to OUTWARD BOUND, Inc., Isaac Newton Square, Reston, Virginia 22070.

Summary: Over two years sixty adjudicated delinquent adolescents were subjects of a joint Massachusetts Division of Youth Service - OUTWARD BOUND program for reducing recidivism. Of forty-two boys who completed the program and were paroled, 12 per cent were subsequently returned to correctional institutions for parole violations or new offenses. In Massachusetts the recidivism expectancy rate for this age group is 40 per cent and nationally 50 to 60 per cent of training school youth are reincarcerated.